NATURAL WOMEN'S COUNCIL

ConnectED
Parents Guide to Irish Education

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2026–2027 school year



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1 WHAT'S HAPPENING IN SCHOOLS?



1.1 A Message from Our Founder

At Natural Women's Council, we believe every child gets just one chance at childhood – a precious time to grow naturally, free from pressure, ideology and interference. Every child deserves the opportunity to experience puberty, develop self-acceptance and enter adulthood with their dignity, innocence and fertility intact.

> **Schools must be places of learning - not activism. But more and more, education is being replaced by ideology that sexualises, confuses, and divides children. This is not education - it's indoctrination, and it's failing our children.**

No parent asked for their child to be told that boys can be girls, or that identity is a political statement. We want our children to read fluently, think critically and grow confidently - as they are. Children should be taught how to think, not what to think. Education should open minds, encourage curiosity and give children the confidence to question, explore and form their own opinions.

Yet serious questions need to be answered. Did parents consent to **highly sexualised** material being introduced into classrooms? Did parents agree to **race theory** being imposed on children - so-called 'privilege' because they are white, male or Irish? Were parents consulted before children were exposed to **unscientific climate claims**, alarmist messaging and frightening predictions about the future of our planet? Were parents asked for permission before their children were expected to use **gender-neutral toilets**? Who gave the Department of Education, the NCCA, publishers and authors the mandate to introduce these materials without meaningful parental consultation? And what authority do **third parties and activist NGOs** such as BelongTo and TENI have to influence curriculum content or access our schools?

Our Constitution recognises parents as the primary educators of their children. This fundamental right must be respected, not sidelined. Parents deserve to know what their children are being taught, who is delivering it and which outside organisations are influencing their education.

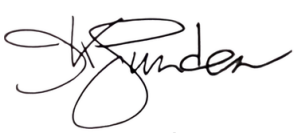
We believe in education, not indoctrination; critical thinking, not prescribed thinking; and protecting childhood, not politicising it.

ConnectED has been created to inform, support and empower parents. It will help families understand what is happening in our schools, ask the right questions and confidently stand up for their rights.

Throughout 2026/2027, Natural Women's Council will take our campaign to every county in Ireland, providing parents with the resources, support and guidance they need, while empowering them to take informed, practical action to protect their children and defend their parental rights.

You are not alone. You are not powerless. And your voice matters. To support our work or get involved, visit NaturalWomensCouncil.com

Our children deserve an education, not an agenda. Parents deserve a voice, not a closed door. And every child deserves the freedom to simply be a child.



Jana K. Lunden
Founder, Natural Women's Council

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1.2 Gender Ideology in Primary School - Minister for Education Hildegarde Naughton

During a Dáil debate on 16 July 2026, **Minister for Education Hildegarde Naughton** stated that decisions on textbooks and teaching resources are made at individual school level, confirming that "*my Department does not endorse publications, products or services from individual, commercial or other providers."*

She further stated that **SPHE (Social, Personal and Health Education) and RSE (Relationships and Sexuality Education) lessons are "always age appropriate",** and that teachers are sufficiently trained to ensure children are taught in a safe and supported environment.

> ***My Department does not endorse publications, products or services from individual, commercial or other providers."***

This raises an important question for parents: If the Department of Education does not endorse or approve the content of textbooks and educational resources, who is ultimately responsible for ensuring that the material children encounter is appropriate, accurate and suitable for their age? Furthermore, how can the Minister assure parents that SPHE and RSE lessons are always **age-appropriate** when parents continue to raise concerns about the actual content being presented to children?



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1.2 Gender Ideology in Primary School Former Minister for Education

On the **25th of September 2025,** RTE's Emma O'Kelly reported that "For the first time, all children in 5th and 6th class will learn about different sexual orientations including homosexuality and bisexuality. The new syllabus also facilitates learning about puberty at an earlier stage than currently."

Minister McEntee admitted there had been some pushback to the curriculum changes, adding there was an **"element of misinformation"** around what is actually in the curriculum."

> **In an interview with Newstalk published on the 22nd of September 2025, regarding the Primary School curriculum, Minister McEntee stated, "So gender identity is not there."**

The presenter asked Minister McEntee a second time "But I'm asking you specifically about gender identity and gender ideology. There was a suggestion that that was going to be in there."

McEntee stated, **"It's not part of the curriculum. It's not there.** It's not included in it. We know obviously from first year onwards, once children go in to Post Primary school that's more of a focus and more part of the overall discussion with young people."

Whilst Minister McEntee has stated that gender identity and gender ideology is not part of the Primary School curriculum, it is already in the classroom using Bí Cineálta (Anti Bullying Policy) as the conduit. It is also referenced on page 54 and 56 of the Wellbeing Specification for Primary and Special Schools [1]. It also appears in the HSE produced, "Busy Bodies" book (page 42), which is used in Primary Schools.

Who was communicating misinformation?



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1.3 Behind The School Gates

The New Threat to Child Safeguarding

Over the last number of years, curricular reforms and new educational policies have introduced drastic changes to our children's education.

Key Concerns

.1 No sign-off process or safeguarding risk assessments.

In response to an FOIA request, the Department of Education has confirmed that the Department “does not have a role in approving, commissioning, sponsoring or endorsing any content in any educational product.” Publishers have advised parents to take up their concerns with teachers. The government, publishers, and schools are all shifting the blame, with no one willing to take responsibility for controversial content.

> **There are no safeguards in place to ensure that content is age and stage appropriate. The Department takes no responsibility for the content in the books or online toolkits. Teachers are dealing with angry parents due to the Department's inadequate processes.**

To our knowledge, there was no child psychologist on the committee that re-designed the school curriculum.

.2 Highly sexualised content that is not age appropriate.

The highly sexualised nature of some of the content has the potential to cause distress. It is traumatising and negatively impacts children's health and wellbeing. The most severe impacts will be on our most vulnerable children.

.3 The curriculum has been politicised with radical ideologies.

Core learning is being replaced with ideological instruction and overtly political content, which is dumbing-down the curriculum. This includes the prioritisation of topics including but not limited to: gender ideology, critical race theory, multi-culturalism, climate alarmism, education for sustainable development, global citizenship, social justice activism and other contested ideologies.

Learning to engage in rational and reasoned critical thinking is being replaced with learning to apply a Marxist critical oppressor/oppressed lens (Critical Theory). Rational critical thinking is needed to be competitive in the job market when children graduate or to manage as competent, successful adults.

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Children may be introduced to complex ideas before they're developmentally ready, leading to confusion, guilt, fear, or anxiety — especially if they feel personally implicated (e.g., as being inherently "oppressed" or "oppressive").

For example, in relation to climate alarmism, many children will also experience persistent worry, fear, or despair about the future of the planet — sometimes called eco-anxiety. This can manifest as sleep problems, loss of concentration, sadness, or panic, especially if they're told the Earth is "dying" or that they have to "save the world" themselves. Children may feel personally responsible for the climate crisis, especially if they're taught that everyday actions (e.g. eating meat, using plastic, or traveling) are harmful or immoral.

.4 Gender Identity in the classroom.

> **Gender identity should NOT be in school classrooms. It is widely contested in policy, academia, and public discourse.**

The teaching of this as fact in the Irish curriculum contradicts the most up to date medical advice including the Cass Review and HHS Review. [2] [3]

Children are being taught about gender identity in an uncritically positive light, much like teaching the euphoric highs of ecstasy without ever mentioning the dangers. Critical issues like health risks, long-term consequences, and growing cases of regret are being ignored in the classroom narrative.

Third-party organisations (e.g., TENI, BelongTo, BeWiser.ie, GenderEd.ie, School Fitness Ireland and more) have access to classrooms to influence children's beliefs around gender, despite the fact that no risk assessments have been done to assess how this negatively impacts children.

Gender identity is defined by the NCCA in Appendix of the Junior cycle SPHE Specification as: “a person’s felt internal and individual experience of gender which may or may not correspond with the sex registered at birth “. It is referenced in Learning Outcomes 1.4 and 3.6. [4]



.5 Subversion of parental rights.

There has been a lack of meaningful parental consultation. Textbooks are purchased, funded by the State and kept at schools. This lack of transparency restricts parent's ability to assess the suitability of classroom materials.

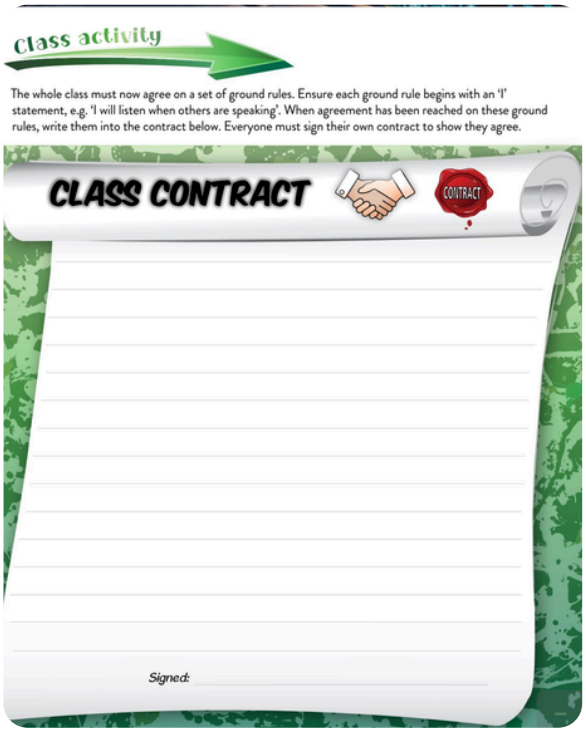
Class contracts and secrecy pacts effectively cut parents out of their children's education.

Restrictions on mobile phones prevent students and parents from capturing inappropriate content and holding teachers accountable.

> **A parent's Constitutional right to opt-out is being blocked due to the adoption of "whole school" and "whole education" approaches, that allow gender, race and climate ideologies to be included across all subjects and school activities.**

When critical social justice (woke) themes are inculcated in children, disrespecting parental input and traditional values (religious, philosophical, or biological), this will lead to identity conflicts, erode trust between children and their parents, encouraging children to reject their family's beliefs. This can ultimately lead grown-up children to cut themselves off (""no contact") from what they now see as "oppressive" and "bigoted" parents, based on their newly acquired world view.





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1.4 Bí Cineálta / Cineáltas

New Anti-Bullying Policy

Bi Cineálta (“Be Kind”) the new ‘Anti-Bullying Policy’ brings LGBTQI+ in under the guise of “anti-bullying.” Whilst presented by the Department of Education as an anti-bullying policy, Bí Cineálta is the vehicle for introducing gender ideology into every classroom in Ireland.

> **Although former Minister Helen McEntee stated that gender identity and gender ideology is not in the Primary School curriculum, this policy has brought these divisive topics into ALL classrooms in Ireland.**

The Department of Education has prioritised specific types of bullying to promote beliefs that may conflict with child safeguarding and family values. For children who attend a Catholic ethos school, this undermines the ethos of the school.

Wording included in each school’s policy:
“Specific prevention strategies must be in place in schools to prevent and address bullying, including but not limited to, cyberbullying, homophobic and transphobic, racist and identity-based bullying.”

This policy, now being implemented in schools, would permit disciplinary action against students who question or do not fully embrace beliefs that may conflict with their religious or philosophical convictions — or with biological reality. It risks pressuring children and families into either compliance or silence through fear of punishment.

Bí Cineálta is a vehicle to deliver on the National AND European Union (EU) LGBTQI+Inclusion Strategy in schools. See page 6 of the document located in the Appendix. [5]

When is this happening?

During the 2024/2025 school year, schools ratified the Bí Cineálta Anti-Bullying policy at the request of the Department of Education [9]. It was to be fully implemented in the 2025/2026 school year.





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1.5 New Curriculum

Aistear (Early Years - Preschool)

- Consultation: May 2021 - April 2022 (Phase 1) and September - November 2023 (Phase 2)
- Implementation: September 2025
- Concerns: Introduces babies and toddlers to contested concepts such as global citizenship, sustainability, social justice, and divisive race-based ideologies. These topics are beyond their years and childhood innocence must be protected.

Primary School

- Consultation: March - June 2024
- Implementation: September 2025
- Concerns: Includes the new Primary Framework, as well as five curriculum areas (Arts, Language, Social and Environmental Education (SEE), STEM, and Wellbeing). Of particular concern is the new framework which is based on progressive and critical pedagogies, which will override the values taught through the Patron's programme. The new Wellbeing and the Social and Environmental Education curricula also embed concerning concepts into the curriculum. This will negatively impact mental health amongst young children as they are made to feel responsible for world's problems.

"Education for Social Justice" (ESJ) and Education for Sustainable Development (ESD) is a blatant attempt at political indoctrination, a source of psychological and emotional harm to the affected children, as well as stealing from them the proper education they are entitled to. This curriculum is a shocking testimony with regard to how the NCCA is now prioritising transnational agendas, politics and activism over child learning and wellbeing.





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Junior Cycle

- Consultation: July - October 2022 (SPHE)
- Implementation: September 2023
- Concerns: The new SPHE curriculum explicitly states that critical pedagogy is to be used to teach the subject. It includes identity politics and the notion of being 'oppressed' or an 'oppressor.'

The curriculum teaches that boys can be girls and girls can be boys - or neither or both! The Junior Cycle Toolkit can be viewed **HERE**,

This is biologically false and puts undue pressure on children to choose a gender. It includes overly sexualised content (Please see examples in Section 1.5 Inside the Pages) that is neither age nor stage appropriate.

Senior Cycle

- Consultation: Reforms are ongoing. Consultations on draft specifications for new and updated subjects have been taking place since 2023, with more to come in the next few years.
- Implementation: Nine subjects are being introduced for September 2025. Further subjects to be revised and updated in later phases.
- Concerns: There is also a shift to "Critical" approaches and an emphasis on contentious topics in some of the updated Senior Cycle subjects. A large percentage, up to 40%, of marks will come from classroom assessment. A child could get a poor score if they do not accept the ideological content they are assessed on.

Parents may have had visibility to the resignation of a second subject matter expert from the Senior Mathematics working group on the basis that the curriculum wasn't fit for purpose (dumbed down) and that their input was not being considered. Specific concerns were captured in this video.



2 INSIDE THE PAGES

Replacement is NOT Inclusion:

The NCCA directs teachers to use pronouns and gender affirming inclusive language, whilst avoiding heteronormative language and terms such as “boys and girls’ and “Mums and Dads.” The OIDE conduct the in-service teacher training for this.

The NCCA document “What Makes an Inclusive Classroom” for SPHE teachers can be found here.



2.1 Sample Junior Cycle Books

My Wellbeing Journey Book 2 - Published by Gill Education

Up until April 2025, the entire book could be viewed online. However, Gill Education has since removed pages (112 onwards) from the online viewing, including numerous inappropriate pages on masturbation. The Junior Cycle Toolkit can be viewed **HERE**.

Page 7	The children are asked to sign a “Class Contract.” No child should be asked to sign a contract, particularly if it includes rules which prohibit students from talking about what is discussed in class.
Page 39	States “Gender identity refers to a person’s sense of their gender. It is individual to them and may not match the gender they were assigned at birth.”
Page 114	Lesson 17 “Congratulations You’re Becoming a Sexual Being!” This chapter teaches about “Desire, Arousal, Pleasure and Masturbation”
Page 117-121	Masturbation including asking children to identify what animals also masturbate (page 118) “Is it possible to masturbate someone else?” (page 121)

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My Wellbeing Journey Book 3 - Publisher by Gill Education

The book can be viewed online here.

Page 4 Class contract

Page 127 Be Proud of the Penis, states “Whether it’s short or long, thin or thick, (we’ll talk about size later), the penis is a remarkable anatomical structure, vital for both human reproduction and sexual pleasure.”



“It also has has the ability to become hard and erect…”

“These erections cut off the possibility of urination and instead, facilitate sexual intercourse and the delivery of sperm.”

Class discussion activity: “Why do you think this is the average size of a man’s penis?’

“Just like vulvas, penises exist in a diverse range of colours, shapes and sizes.”

Page 140 Various types of contraception (implant, condom, pill, patch, injection).

Page 164-167 Porn. It does not state to avoid watching it but rather the focus is on Porn Vs Real Sex!

Page 206 Activity to identify different types of intimacy. Examples include “sending nude photos or videos and oral sex”

Page 208 -211 Active consent. It does not state that the legal age of consent is 17 in Ireland, nor does it mention abstinence or marriage. It talks about “enthusiastic consent”.

Page 215 A group activity whereby students make a list “of all things that you can think of that you do not want your sexual experiences to be. Some obvious examples might be: forced, painful, violent, outside, cold, public, or regrettable.

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You've Got This Book 1 Junior Cycle 1st Year - Published by Educate.ie

Page 125 Pronouns

Page 126 Class activity 22.2 states,"these posts below appear on an X support group for teenagers. In groups, imagine that you run the support group's page and reply to the posts."

"No one gets me. It's like I'm trapped in this stupid body with stupid breasts. It's not the real me! What's actually wrong with me? Why am I like this?"

"My friend thinks she's non binary now. So she's not 'he' or 'she' -what do I call her then? It?!"

Page 126 Class activity 22.3 asks the class to "Research a famous transgender person (e.g., Elliot Page) or a famous non-binary person (e.g., Jonathan Van Ness)" The class is asked to "create a presentation based on your research and present it back to the class."

Page 127 -128 Sexual Orientation including terms such as "LGBTQI+, Heterosexual/Straight, Homosexual, Gay, Lesbian, Bisexual, Pansexual/Fluid, Asexual, Queer and Coming Out"

You've Got this Book 2 Junior Cycle 2nd Year - Published by Educate.ie

Of note, marriage and loving, respectful relationships are omitted entirely from the below chapter. It focuses primarily on sexual acts and consent.

Page 122 Consent references "Vaginal sex, anal sex and oral sex".

Page 123 Sexual Consent and the Law. This chapter defines various sexual acts including "sexual intercourse (vaginal or anal), penetration of the anus by mouth or by the penis, penetration of the vagina by an object, or aggravated sexual assault (severe and violent form of sexual assault, often involving force, weapons or causing serious harm to the victim).

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You've Got this Book 3 Junior Cycle 3rd Year - Published by Educate.ie

There is a huge focus on sex for pleasure and consent. The abstinence approach and sex in a marital relationship are omitted.

Page 110 Sexual pleasure: This page teaches how to get pleasure alone and how "masturbation can lead to an orgasm". It also teaches how to get sexual pleasure with others through "kissing, oral sex, anal sex, vaginal sex, sex using hands and fingers, and masturbating together."

Health and Wellbeing SPHE 1 Junior Cycle - Published by Edco

Page 155 The Genderbread Person. "Gender Identity is about how you see and feel about yourself, as male, female, both or neither, irrespective of the sex you were assigned at birth.

Page 160 Attraction and Sexual Orientation. This teaches children the definitions of 'heterosexual, asexual, gay, pansexual, coming out, gay, lesbian and bisexual…"

Page 163 Children will learn terms such as: "Non Binary: I do not identify as being either male or female," "Cisgender: My gender identity is the same as the sex I was assigned at birth," "Transgender: My gender identity is different from the one I was assigned when I was born. I wish to live as my preferred gender," "Gender Identity: This is how I feel inside about my gender."

Louder Than Words - Published by Educate.ie

This is a Junior Cycle English book currently being used in the classroom for Year 1-3. It includes gender ideology, BLM, social justice, climate alarmism and Global Citizenship with chapters sponsored by Transgender Equality Network Ireland (TENI). This textbook encourages students to partake in actvist activities throughout.

View Story Time For the Irish Mammy

HERE

View Louder Than Words podcast

HERE

Visit our YouTube Channel for the Louder Than Words podcast

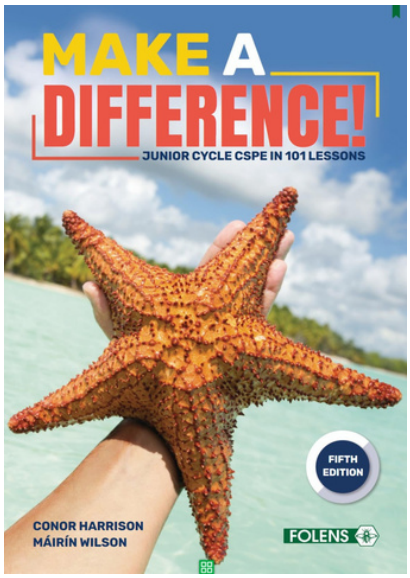
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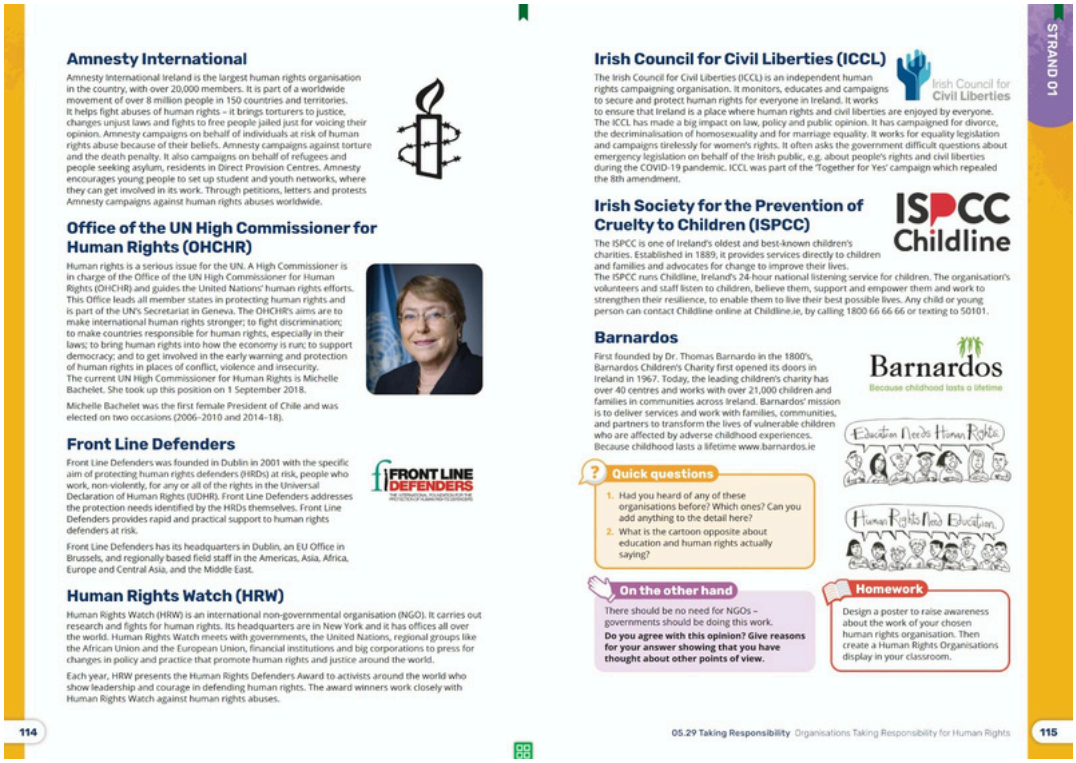
Make A Difference Junior Cycle CSPE in 101 Lessons Published by Folens

CSPE books bring divisive and politicised topics such as BLM and LGBTQI+ into the classroom. The pages below are from a Junior Cycle book called Make A Difference textbook.

Read Make a Difference online HERE







Living Love SPHE Resource - New for 2026/2027



In Sept 2026, the Catholic Education Partnership launched their Living Love SPHE Resource for Senior Cycle. Equivalent resources for Primary and Junior Cycle are currently in the works, and the Junior Cycle version should be available before the end of the 2026/2027 school year.

- The Senior Cycle resource is available now for all 32 counties of Ireland.
- The resources are **downloadable** and **free** (from livinglove.ie)
- Parents can review every slide that will be used.
- The resources are true to:
  - **Human Anthropology and Biology**
  - Catholic Teaching
- The Catholic teaching aspect is separate from the main slides
  - This means that non-Catholic schools can also use these resources and just leave out the Catholic specific slides that are clearly marked.
- With respect to the topic of gender, the resources **cover areas that are not covered in the State SPHE curriculum,** including:
  - The mental health conditions leading to gender confusion, the impacts of medicalisation, the issue of men in women's spaces and the reality of desistance and de-transitioning.

The Living Love resources stand in sharp contrast to the ideologically driven UNESCO/State inspired resources, and we would encourage parents to lobby their schools to adopt them.

The Living Love resources can be accessed HERE

3 WHERE IS THIS COMING FROM?

3.1 Introduction

The recent direction of curricular reforms does not genuinely reflect input from parents, educators, or students. Instead, these changes have been influenced by the preferences of decision-makers who aim to reshape education according to predetermined policies and outcomes.



Read HERE



Read HERE

> **International policies, driven by UNESCO and the WHO, have significantly guided the selection and presentation of "evidence" used by the NCCA and the Department of Education to justify the educational methods included in the new curriculum.**

The NCCA has repeatedly overlooked negative feedback from parents and teachers during public consultations regarding various draft curriculum specifications. They have moved forward with their plans, effectively ignoring the voices of parents who serve as their children's primary educators.

The NCCA also refused to let parent associations, such as the CSSPA, be part of the Junior Cycle curriculum development. To our knowledge, the NCCA did not have any child safeguarding representatives on the working group of 13 women.

The National Parents Council (NPC) is a publicly funded NGO who operate under the guise of representing parents.

Schools have an NPC contact who get the NPC information out to parents through channels such as PA Meetings and parent communication groups.

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3.2 UNESCO and the WHO

The United Nations (UN/UNESCO) and the World Health Organisation (WHO) [7] impact Irish Education in the following ways:

.1 UN Agenda 2030 is driving a focus on Education for Social Justice (ESJ), Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) - at the expense of the normal subject based learning.

.2 The UN are misrepresenting the climate change data and promoting climate alarmism as an undisputed fact in education as a means of pushing a specific global political agenda.

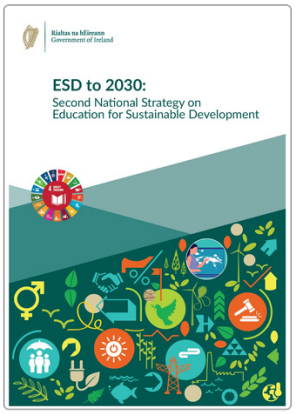
.3 The UN and WHO promote the indoctrination of children with gender politics and sexuality based on the Radical Feminist view that every child has a Gender Identity and that children are sexual from birth. The Irish SPHE curriculum is reflective of this.

.4 The UN promote the usage of Critical Pedagogy in schools where children are taught to frame everything in the context of power relations between oppressor and oppressed (Marxist conflict theory). This brings in Cultural Marxist concepts such as LGBTQ+ allyship, Critical Race Theory and White Privilege, the rejection of Eurocentric and Western values. Again, a blatant political agenda to attack Western Civilisation.

.5 The cumulative effect of this indoctrination is a decline in academic achievement, increased mental health issues, and a lack of objectivity, as children are encouraged to believe anything coming from the UN or WHO as gospel and not open to debate. Children are taught to accept ideologies without question, leading to anxiety, confusion, and reduced resilience.

The Irish Government and Department of Education are embracing all of the above without question, and hence both impacting the quality of Irish Education (at all levels), and also negatively impacting children's mental wellbeing as a result. This onslaught will not stop without parental intervention and/or fundamental regime change in this country.





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3.3 Critical Pedagogy

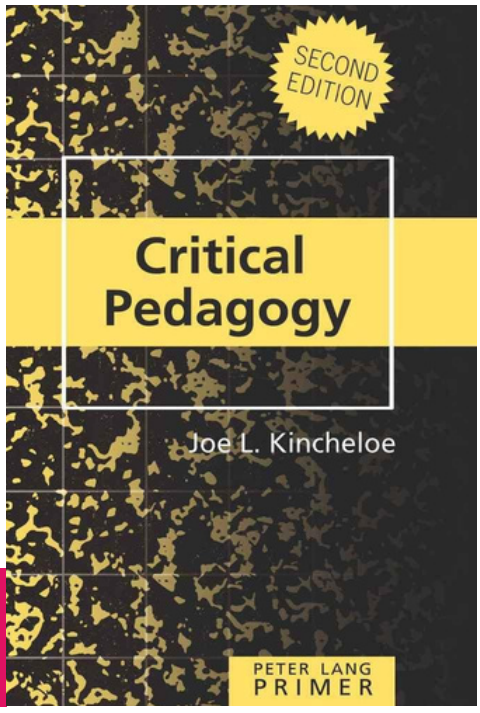
Critical pedagogy [8] is an educational approach developed by Brazilian Marxist educator Paulo Freire. This style of education contrasts sharply with our conventional understanding of education. Instead of focusing on imparting essential subject knowledge and preparing students for their future, critical pedagogy encourages students to adopt a pessimistic view of society and to challenge the values, norms, and culture that shape it.

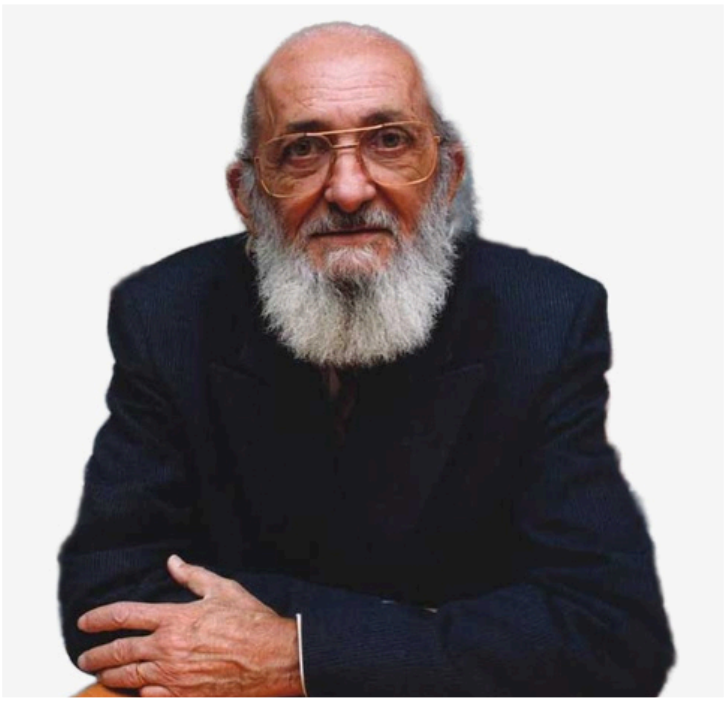
Critical pedagogy is rooted in Critical Theory, emphasises themes of power and oppression, and divides people by social categories such as class, race, and gender.

The primary aim of this educational framework is to fundamentally alter society by encouraging students to participate in activism.

Critical Pedagogy is not neutral, and represents the educational strand of a Cultural Marxist revolution, seeking to indoctrinate children and youth with a nihilistic woke ideology, the primary purpose of which is the destruction of Western Society, the US in particular, but also the countries of the EU and the Anglosphere (UK, Australia etc.). It is actively promoted by the United Nations/UNESCO as part of their education strategy, and permeated into our schools via curriculum developed by leftist academia and NGOs who seek to use our children as agents for social transformation.

"The more radical the person is, the more fully he or she enters into reality so that, knowing it better, he or she can transform it."
- Pedagogy of the Oppressed, Paulo Freire





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4 WHAT CAN PARENTS DO?

.1 Spend time with your child to explain the difference between narrative and objective truth, and that what is contained in the school books may be narrative driven rather than truth.

.2 Keep an ongoing (daily) dialogue with your child, discussing what they are covering in school, watchful of contentious items that will require discussion.

.3 Request to see every school book and online resource your child will be exposed to in school. Review the content and identify areas you are not comfortable with. Notify the school (copy your TD and the Department of Education) in writing of your desire to opt your child out. Have a meeting with your school principal and Board of Management. Visit NaturalWomensCouncil.com under the ConnectED menu for a letter you can send to your school and TDs.

.4 Meet with your school principal and/or Board of Management to express concerns. You can find a document to help you with some talking points **HERE**.

.5 Understand Critical Pedagogy by reading the reference document “Critical Pedagogy Primer” and it’s associated references.

.6 If home schooling might be an option for you, it is one that you may want to seriously consider.

.7 Read referenced document “The Impact of the United Nations (UN/UNESCO) and the World Health Organisation (WHO) on Education”

.8 A video resource with more detail and recommendations for parents has been produced that can be accessed on our Youtube channel. Links to a large range of resources can be accessed at naturalwomenscouncil.ie/resources



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APPENDIX

.1 Wellbeing Specification for Primary and Special Schools: https://www.curriculumonline.ie/getmedia/02a962e9-82d2-4ed2-8ac8-259d7ac70f9f/Primary-Wellbeing-Spec-ENG-INT.pdf

.2 The Cass Review – Final Report: https://webarchive.nationalarchives.gov.uk/ukgwa/20250310143933mp_/https://cass.independent-review.uk/wp-content/uploads/2024/04/CassReview_Final.pdf

.3 HSS Gender Dysphoria Report: https://opa.hhs.gov/gender-dysphoria-report

.4 Social, Personal & Health Education (SPHE) Specification for Junior Cycle: https://curriculumonline.ie/getmedia/2780c6c6-993c-46fb-8ba6-b647188337c9/JC-SPHE-Short-Course-2023-EV-FINAL.pdf

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